

**FINAL RECOMMENDATIONS**

**RECTOR'S ADVISORY TASK FORCE ON THE  
REVITALIZATION OF THE LOYOLA CAMPUS**

**April 7, 1998**

## **INTRODUCTION**

The Task Force was mandated by the Rector to make recommendations on what is required and feasible for the revitalization of the Loyola Campus. The decline in vitality on the Loyola campus has been apparent for several years. Its symptoms are abundant:

- (a) shabby ill-maintained buildings, some of which are largely abandoned;
- (b) a lack of coherence between the departments located on the campus, many have little in common in terms of their interests, activities, and objectives or in terms of how they go about satisfying the university's mission;
- (c) a marked reduction in basic services for students, faculty and staff;
- (d) a decline in the number of students using the campus;
- (e) the night-flight of faculty and administration;
- (f) the virtual abandonment of the Loyola Campus by two of the four faculties (Commerce and Administration; Engineering and Computer Science).

In an attempt to understand how the reduced level of activity on the Campus came about, the Task Force examined data for key years in each of the three decades since the establishment of Concordia University in 1974. This information paints a picture of the activity conducted at Loyola and how it has evolved. (See Appendix E).

These facts of life on the Loyola campus are the result of several forces that extend across a period of at least ten years. Plans, and even promises, to resolve problems at Loyola have gone unfulfilled. There has been insufficient funding from the Ministry of Education resulting in budget cuts that have not allowed for adequate maintenance of the buildings. Other difficulties have accumulated until they became large impediments to the healthy functioning of the campus. In our view it is not an exaggeration to say that the campus faces a crisis; it needs to be changed or its continuing and accelerating decline will result in a completely dysfunctional facility.

How does one create vitality in a University campus? Vitality derives from a sense of community among the persons on that campus. Accordingly the committee saw as its goal, the identification of a set of principles that would guide the re-formation of a community at Loyola.

Persons have a sense of belonging when three conditions are present. First, there needs to be both commonality and complementarity among the persons on the campus. Second, persons need to have a sense of "flow." "Flow" is facilitated by the presence of an adequate infrastructure including the basic services and resources needed to support activities and achieve goals. For example, shuttling between campuses to obtain needed services and resources disrupts flow and serves as a significant deterrent to the sense of the campus as a "home." When persons lack "flow" they see their space as being "against them" rather than "with them." Third, for a place to be vital it needs to respond to human needs. Successful human spaces are organized around an "agora," a meeting place to facilitate commonality and companionship. This "agora" needs to exist in a physical sense as well as in the intellectual themes and interests that underlie the work of the departments located on the campus.

The Loyola campus has remarkable assets - green space, attractive architecture, residences, people who care about the campus, and an alternative to the congestion and expense of a downtown location. These assets, properly developed and utilized, could add significantly to the university's attractiveness.

#### **A. PURPOSE**

The mandate of the Task Force is:

1. TO EXAMINE WHAT IS REQUIRED AND WHAT IS FEASIBLE TO REVITALIZE THE LOYOLA CAMPUS; AND
2. MAKE RECOMMENDATIONS TO THE RECTOR THAT ARISE FROM THIS EXAMINATION.

## **B. MEMBERSHIP**

The Membership is composed of a cross-section of the university community.

Members:

Chair: Lillian Vineberg, (Board of Governors, Vice-Chairwoman, 1997-98).

2 Student Representatives: Rebecca Aldworth, Kimberly Ford.

2 Board Members: Sister Eileen McIlwaine, Donald McNaughton.

5 Administrators: Roger Coté, Charles Emond, Jack Lightstone, Ronald Proulx, Donat Taddeo.

2 Deans: Lynn Hughes (beginning January 1998 replacing Christopher Jackson), Martin Singer.

3 Faculty Members: Enn Raudsepp, Randy Swedburg, Barbara Woodside (beginning January 1998, replacing Bill Bukowski).

3 Staff Members: Ann M. Bennett, John Dore/Les Lawton, Brenda McCullagh.

## **C. PROCESS/FORMAT**

In order to be better informed to make sound recommendations to the Rector, as required by its mandate, the Task Force decided at the onset to tour locations on the Loyola Campus over several meetings. Individuals (faculty/staff/students) who were "users" of the facilities were recruited to serve as guides in order to ensure a realistic perspective on the multi-functional elements available/not available in the various locations and facilities. In this process a total of fifteen (15) sites have been visited (See Appendix A).

## **D. CALL FOR SUBMISSIONS**

An aggressive pursuit in the call for submissions was undertaken by the Task Force. Hundreds of general notices were circulated

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throughout the university, an advertisement and cover story appeared in the *Thursday Report*, the student newspapers, *The Link* and *The Concordian* provided ample story coverage. Also a Web page on *Concordia's Internet* home page was created. From this approach, forty-three (43) submissions in total were received by the Task Force. Of these, four (4) requested an opportunity to make a presentation to the committee and did so on 4 December 1997. A large number of submissions, [twenty-one (21) ] are related to the level of services on the Loyola Campus. Eighteen (18) discuss the location of academic departments, and nineteen (19) deal with the use of space (refurbish, reconfigure, build). The balance of submissions focused on issues relating to: improving the environment, residence facilities, library, administration presence, and creative uses of the campus (see Appendix C1 & C2).

Further to the submissions received and following the completion of the Interim Report three prominent areas from the University community, willingly submitted reports to the Task Force for consideration. [Namely: 1. Loyola Alumni Association Task Force, 2. Bookstore/Computer Store Department, 3. Athletics and Recreation Department - (this SECOND submission included comprehensive summary of options as well as a detailed business plan)].

#### **E. PRINCIPLES AND GUIDELINES**

The Committee worked with the following principles in order to formulate its recommendations:

1. The revitalization of the Loyola campus is grounded in Concordia University's commitment to a long term, two campus operation. This will best benefit students, faculty and staff, as well as the community served by the institution.

2. The examination of scenarios for the Loyola campus must consider how decisions will impact on the long-term configuration of the SGW Campus. This examination must be based on the possibilities made available as a result of the University's current assets and possible acquisitions both at Loyola and Sir George Williams Campuses.
3. The enhancement of teaching and research facilities must guide the revitalization plans and recommendations. Maintaining high quality research facilities is a prerequisite to retaining external support for research grants and scholarships. The cost of running a large educational and research enterprise is borne by both the university and external funding agencies. Without adequate facilities, external funds will be difficult to obtain; without external funds, programs will suffer. The current situation has placed Concordia faculty, students and staff at a serious disadvantage compared to other institutions of higher learning.
4. The capacity to maintain a self-sustaining body of students, with a strong program focus, is essential to the revitalization of the Loyola Campus. The concentration of cognate disciplines can contribute to shared facilities as well as enhance multi-disciplinary activity. All scenarios must be examined for their impact on the enrolment and retention of students.
5. The analysis of scenarios must be based on a "realisable" assessment of the university's operational environment. In particular, there must be clarity with regard to:
  - 1) the issue of space norms (real, theoretical and negotiable);
  - 2) the Concordia University Master Plan by the Facilities Planning and Development Department;
  - 3) the costs of implementation in the immediate, mid-term and long-term future;
  - 4) the funding sources envisaged to carry out such implementation.

6. In elaborating different scenarios, there is the need to strike a balance between individual preferences and the long-term future of the institution.

### **RECOMMENDATION #1**

1. Locate on the Loyola Campus related academic units that will:
  - a.) Give the campus a specific identity and focus.
  - b.) Ensure a significant number of students (proportionate to the space available) will attend classes on the Loyola Campus.
  - c.) Enhance the competitiveness of the University in the areas of research and graduate studies.
  - d.) Diminish the necessity for students to travel between campuses.

There have been many ideas discussed over the seven months that the Task Force has been meeting. The options for the location of "related academic units" have included every academic unit and faculty in the University (including Commerce and Engineering and Computer Science). The options that have been given more serious consideration are to locate at the Loyola Campus the following groupings:

1. The Sciences, the Performing Arts, Psychology, Service component of the Humanities and Social Sciences, (Communicatoin Studies and Journalism)\*;
2. The Humanities, Performing Arts and Psychology;
3. The Social Sciences, Performing Arts and Psychology;
4. The Humanities and Social Sciences;
5. Fine Arts, Psychology, Exercise Science, Communication Studies and Journalism.

\*Depending upon space available.



**OPTION #1:**

The Sciences (without Mathematics), Psychology (incl. CSBN), the Performing Arts, Communication Studies and Journalism, Service component of the Humanities and Social Sciences.

**STATISTICS**

**OPTION #1 - Projections of FTE students, faculty and staff 2001-02**

| Projected FTE Students |           |           | Projected Faculty | Projected Staff |
|------------------------|-----------|-----------|-------------------|-----------------|
| 1st cycle              | 2nd cycle | 3rd cycle |                   |                 |
| 3,328                  | 175       | 83        | 136               | 118             |
| (20.2%)                | (9.3%)    | (32.6%)   | (21%)             | (27.3%)         |

**ADVANTAGES:**

1. Gives the campus an academic identity and focus and creates a synergy through the grouping of these departments.
2. Brings to Loyola a group of related departments that are willing to move provided that appropriate research and teaching facilities are made available. The Arts and Science Faculty Council voted overwhelmingly to support the locating of the Sciences at Loyola and the Arts at Sir George Williams.
3. The Science option would create a critical mass of students that can be accommodated on the Loyola campus. The significant amount of time the science students spend on campus would contribute to the revitalization of the campus. The existing classrooms at Loyola can accommodate the needs of the Sciences. This is an important factor, since the classrooms in the existing buildings cannot be "resized."

4. Substantially increases the graduate student population at Loyola (particularly international students and students from across Canada) which would justify a graduate student residence and activity center on the campus.
5. The number of faculty and support staff can be accommodated at Loyola. The approximately 100 full time faculty of the Sciences (CSBN faculty included) could be accommodated with a new building and renovation of the Drummond Science Building for science and CSBN labs and offices.
6. Inter-campus travel would be minimized giving the Loyola campus a "resident" rather than "transient" population. There is less cross-over registration between the Sciences and Social Sciences and/or Humanities.
7. Limits the enrollment "risk" to the university.
8. Maximizes the use of the Loyola Campus. The laboratory-based research and teaching facilities of the Science Departments, in many cases, operate day and night seven days a week.
9. Supports the improvement of the Science programs in the areas of procuring externally funded research, recruitment of new faculty, and the development of state-of-the art facilities including a new laboratory building. The Sciences need new facilities regardless of what decision is made concerning the revitalization of the Loyola Campus.
10. Allows us to take full advantage of CFI funding opportunities and capital campaign contributions in areas such as bio-informatics and neurobiology.

**DISADVANTAGES:**

1. The total cost of this option is in the order of 35 million dollars.

2. Separates the Sciences from the Applied Sciences (Engineering).
3. Could be perceived as moving away from the Loyola "Liberal Arts" tradition.
4. There could be competition from Engineering and Computer Science for CFI funding.

**OPTION #2:**

Humanities, Psychology (incl. CSBN) and the Performing Arts.

**STATISTICS**

**OPTION #2 -Projections of FTE students, faculty and staff 2001-02**

| Projected FTE | Students  |           | Projected Faculty | Projected Staff |
|---------------|-----------|-----------|-------------------|-----------------|
| 1st cycle     | 2nd cycle | 3rd cycle |                   |                 |
| 4,287         | 190       | 48        | 149               | 68              |
| (26%)         | (10%)     | (18.9%)   | (22.9%)           | (15.9%)         |

**ADVANTAGES:**

1. Brings to Loyola a coherent grouping of related departments.
2. Builds on the Loyola "liberal arts" tradition.
3. This option creates a critical mass of students on the Loyola Campus.
4. Increases the number of graduate students studying at Loyola.

**DISADVANTAGES:**

1. Most importantly the department Chairs and many professors involved have indicated a desire to be located on the SGW Campus and therefore there would be a great deal of resistance to moving.
2. The splitting of Humanities and Social Sciences departments of the Faculty of Arts and Science between the two campuses, undermines inter-disciplinary teaching and research and increases the need for inter-campus travel.
3. Risks a decline in our very substantial non-quota Humanities enrollments, particularly at the undergraduate level, to the financial detriment of the university.
4. The urgent need for large classrooms (100+ students) can not be easily facilitated in the existing buildings.
5. Moves to Loyola a group of office-based departments which are likely to make less use of the campus.
6. Requires major renovation of Drummond Sciences Building as an office building, a project which would not be eligible for CFI or other science and technology funding.
7. Necessitates a major humanities "service" operation on the SGW campus for students in the Sciences and the Social Sciences and for students in other faculties.
8. Will divide the library holdings used by Bio-Chemistry and CSBN faculty.
9. Psychology (including CSBN) would be distant from the Sciences. Significant renovation is needed to accomodate the CSBN laboratories.

**OPTION #3:**

Social Sciences, Psychology (incl. CSBN) and the Performing Arts.

**STATISTICS**

**OPTION #3 - Projections of FTE students, faculty and staff 2001-02**

| Projected FTE Students |           |           | Projected Faculty | Projected Staff |
|------------------------|-----------|-----------|-------------------|-----------------|
| 1st cycle              | 2nd cycle | 3rd cycle |                   |                 |
| 5,909                  | 503       | 61        | 211               | 123             |
| (35.9%)                | (26%)     | (27.4%)   | (32.4%)           | (28.5%)         |

**ADVANTAGES:**

1. Brings to Loyola a coherent grouping of related departments.
2. Builds on the Loyola "liberal arts" tradition.
3. This option would create a critical mass of students on the Loyola Campus.
4. Increases the number of graduate students studying at Loyola.

**DISADVANTAGES:**

1. The splitting of Humanities and Social Sciences departments of the Faculty of Arts and Science between the two campuses, undermines inter-disciplinary teaching and research and increases the need for inter-campus travel.
2. Risks a decline in our very substantial non-quota Social Sciences enrollments, particularly at the undergraduate level, to the financial detriment of the university.

3. Faces opposition from the majority of chairs and professors in the Social Sciences departments.
4. The urgent need for large classrooms (100+ students) can not be easily facilitated in the existing buildings.
5. Moves to Loyola a group of office-based departments which are likely to make much less use of the campus.
6. Requires major renovation of the Drummond Science Building as an office building, a project which would not be eligible for CFI or other Science and Technology funding.
7. Necessitates a major Social Sciences "service" operation on the SGW campus for students in the sciences and humanities and for students in other faculties.
8. Will divide the library holdings used by Bio-Chemistry and CSBN faculty.
9. Psychology (including CSBN) would be distant from the Sciences. Significant renovation is needed to accomodate the CSBN laboratories.

**OPTION # 4:**

Humanities and Social Sciences, Psychology (incl. CSBN).

**STATISTICS**

**OPTION #4 - Projections of FTE students, faculty and staff 2001-02**

| Projected FTE Students |           |           | Projected Faculty | Projected Staff |
|------------------------|-----------|-----------|-------------------|-----------------|
| 1st cycle              | 2nd cycle | 3rd cycle |                   |                 |
| 8,238                  | 658       | 81        | 291               | 132             |
| (49.7%)                | (34%)     | (31.6%)   | (44.7%)           | (30.6%)         |

**ADVANTAGES:**

1. Brings to Loyola a coherent grouping of related departments.
2. Builds on the Loyola "liberal arts" tradition.
3. This option would create a critical mass of students on the Loyola Campus.
4. Increases the number of graduate students studying at Loyola.

**DISADVANTAGES:**

1. The Humanities and Social Sciences represent 42.3% of the FTE's of the University. They simply cannot fit on the Loyola Campus. Locating the Social Sciences and Humanities... or as much as would fit at Loyola...would recreate a situation which has already proven untenable. It solves none of the problems and has only negative academic repercussions.
2. Faces opposition from the majority of the Chairs and professors in the Humanities and Social Sciences.
3. The urgent need for large classrooms (100+ students) can not be easily facilitated in the existing buildings.
4. Moves to Loyola a group of office-based departments which are likely to make much less use of the campus.
5. Requires major renovation of the Drummond Science Building as an office building, a project which would not be eligible for CFI or other Science and Technology funding.
6. Psychology (including CSBN) would be distant from the Sciences. Significant renovation is needed to accommodate the CSBN laboratories.

## **OPTION #5**

Fine Arts, Psychology (incl. CSBN), Exercise Science, Communication Studies and Journalism.

## **STATISTICS**

### **OPTION #5 - Projections of FTE students, faculty and staff 2001-02**

| Projected FTE Students |           |           | Projected Faculty | Projected Staff |
|------------------------|-----------|-----------|-------------------|-----------------|
| 1st cycle              | 2nd cycle | 3rd cycle |                   |                 |
| 3,054                  | 253       | 61        | 145               | 137             |
| (21.5%)                | (13.4%)   | (23.7%)   | (22.4%)           | (31.8%)         |

## **ADVANTAGES:**

1. The consolidation of Fine Arts would give greater visibility of the Loyola Campus and would make it a center for exhibition, performance and production in Fine Arts and related areas. It would include the construction of a new light industrial building for studios.
2. Recognizes the *grands-axes de développement* with the location of Fine Arts and Communications at Loyola.
3. This option would create a critical mass of students on the Loyola Campus. The significant amount of time the Fine Arts students spend on campus would contribute to the revitalization of the campus.
4. There is a potential increase in the usage of the campus in the evenings and on the weekends.
5. The number of faculty and staff can be accommodated at Loyola.
6. Increases the number of graduate students studying at Loyola.
7. Inter-campus travel would be minimized.



**DISADVANTAGES:**

1. The present Fine Arts Strategic Plan is focused on a relationship with the Engineering and Computer Science Faculty. The existing links would be weakened rather than strengthened. There is no doubt that the provincial Government will support this interdisciplinary relationship between the two Faculties, along with the resulting programmes and research in the area of digital animation and 2 and 3-D special effects software and production. Quebec has identified this as a key area of existing provincial strength and strategic economic importance.
2. The Visual Arts is based on an urban focus, near the museums and galleries. A move to Loyola would require students to travel downtown to visit the museums and expositions as well as to exhibit their work.
3. The faculty members voted decisively against a move to Loyola campus after a series of consultations. The Dean does not support the move.
4. The FTE's would be at risk. The faculty in Visual Arts thinks that despite the quality and unique character of our Visual Art operation, the large numbers of qualified applicants (far more than we can currently accommodate), would elect not to attend Concordia if they had to travel to the Loyola campus.
5. Much of the Vanier Library's collection would have to be moved downtown. The strain put on space in the Webster, already underspaced, would be enormous.
6. Will divide the library holdings used by Bio-Chemistry and CSBN faculty.
7. Psychology (including CSBN) would be distant from the Sciences. Significant renovation is needed to accommodate the CSBN laboratories.

8. This option would require the construction of a new light industrial building to house studios for the visual and communication arts.
9. The cost of a new light industrial building.

## **CONCLUSION**

While each of these options has its merits, the Task Force endorses option #1. This option meets the criteria to most effectively revitalize the Loyola campus.

Each of the options calls for new construction at the Loyola Campus. The size, nature, and therefore the cost of the construction varies according to the option adopted. It is clear, however, that new construction and renovation are essential to the revitalization of the Campus and to the University's ability to perform effectively in its teaching and research functions.

## **RECOMMENDATION #2**

2. Ensure the availability and presence of student and administrative services at Loyola with a view to respond in a timely fashion to the needs of students, faculty and staff.

Service/functions requiring a presence on Loyola Campus:

Must be available:

- ADMISSIONS\*
- ADVOCACY AND SUPPORT SERVICES
- AUDIO VISUAL
- BOOKSTORE (EXPANDED)\*
- CAMPUS MINISTRY
- CENTRE FOR MATURE STUDENTS
- COMPUTER LAB
- COMPUTER SERVICES
- COPY CENTRE
- COUNSELLING AND DEVELOPMENT
- DAY CARE
- DEAN OF STUDENTS
- FACULTY/STAFF PERSONNEL
- FINANCIAL AID\*
- OFFICE (HUMAN RESOURCES)\*
- BANKING MACHINE & STUDENT ACCOUNTS\*
- FOOD SERVICES (EXPANDED)\*
- GARNET KEY
- GRADUATE STUDIES
- HEALTH SERVICES
- MAIL SERVICES
- MAINTENANCE AND PHYSICAL RESOURCES\*
- PRINTING SERVICES
- REGISTRARS SERVICES
- RESIDENCE
- SAFETY PATROL

- SECURITY
- SERVICES FOR STUDENTS WITH A DISABILITY
- SPORTS MEDICINE CLINIC
- STUDENT ACCOUNTS\*
- STUDENT UNION (EXPANDED HOURS)\*

**DESIRABLE:**

- ALUMNI AFFAIRS\*
- COMMISSIONER OF OATHS
- ELDERHOSTEL
- FACULTY CLUB\*
- JOB BANK
- OMBUDS OFFICE\*
- RESEARCH SERVICES\*

**\*Currently not located at Loyola.**

There are two dimensions to the problem of providing services on the Loyola Campus. The first is the fact that existing services on the campus are deployed in such a diffused manner that little synergy is created by their presence. Existing services should therefore be re-deployed to create a critical mass in order to foster a more dynamic service presence on the campus. The proposal to consolidate Student Services in the AD (Administration) building would help meet this objective, but more should be done for other service areas. For example, consideration should be given to relocating the Bookstore, Audio Visual Department and the Copy Centre near this Service Centre.

The second problem concerns the relative absence of departments such as Student Accounts and the Office of the Registrar on the campus. Clearly, students at Loyola need to access these services. New service delivery models need to be explored which will insure

an ongoing presence and support to students/faculty/staff at Loyola. The establishment of the Birks Student Service Centre at SGW is an excellent example of an improved service delivery approach from what were traditionally distinct units. The Task Force recommends that a similar service delivery approach be used at Loyola. A comprehensive service centre with service assistants as required and the necessary technological support will go a long way in supporting the needs of the Loyola community. Collaboration among the concerned units would not only enhance service but would reduce the financial burden.

### **RECOMMENDATION #3**

Refurbish, renovate, purchase and/or build facilities that will make it attractive for students, faculty and staff to study/teach/work on the Loyola Campus.

**List of buildings to be refurbished with description of what needs to be done:**

#### **ATHLETIC COMPLEX:**

An expanded and renovated facility.  
(SEE ALSO RECOMMENDATION #9).

#### **BRYAN BUILDING:**

Improve the ventilation system and increase teaching and studio space.

#### **CAMPUS CENTRE:**

The continued presence of the Performing Arts on the Loyola Campus would require, at the minimum, the renovation and enlargement of the Campus Centre building to accommodate the Centre for the Performing Arts (Departments of Music, Theatre and Contemporary Dance). In addition, renovation of the PS Annex and the FC Smith Auditorium are required.

**DRUMMOND SCIENCE:**

Renovation/refurbishing of the entire building.

**HINGSTON HALL:**

Eliminate all office space, and restore/return the building to the original interior design as that of a fully operational student residence.

**REFECTORY:**

Refurbish and renovate as a Student/Campus Centre (student run clubs, etc.) in order to accommodate the present/future needs of the student population on Loyola Campus. Make accessible for students with a disability.

**STUDENT SERVICE  
CENTRE:**

A multi-serviced centre should be opened in a highly visible central area. Services provided in this area would be drawn from the list in Recommendation #2.

**RECOMMENDATION #4**

Create an environment that is conducive to members of the Concordia community wanting to spend time "on campus" and does not require one to leave campus in order to find an appropriate social/cultural climate (recreation, food and beverages, social areas).

In order to accomplish this there needs to be:

-A CAFETERIA

-LOUNGES

-A COFFEE SHOP

-A PUB

-FACULTY CLUB

-USABLE GREEN SPACE

-AREAS FOR EVENING SOCIAL EVENTS

**RECOMMENDATION #5**

Use the Hingston complex for the original purposes. Modernize it as residences and a center of student life. Make it income producing for 12 months of the year.

**RECOMMENDATION #6**

Add to the focus of the Capital Campaign by identifying funds to revitalize the Loyola Campus.

It is recommended that the Real Estate and Capital Campaign Standing Committees of the Board of Governors tour the Loyola Campus and meet with representatives of the Rector's Advisory Task Force.

**RECOMMENDATION #7**

Reconfigure the Vanier Library to optimize the use of resources for the students who will be studying on the Loyola Campus.

**RECOMMENDATION #8**

Ensure that there is a significant Administrative presence on the Loyola Campus.

- Senior Administration
- Arts and Science
- Fine Arts - (Music, Theatre, Dance.)
- Services
- Graduate Studies.



**RECOMMENDATION #9**

Create an expanded and improved, user-friendly Recreation and Athletic Center.

**Main components:**

- six lane swimming pool
- double gymnasium, seating (1,000-1,500)
- varsity locker rooms
- weight & fitness centre
- sports medicine centre
- offices
- pro-shop
- equipment & laundry room
- artificial surface & stadium bleachers.

**RECOMMENDATION #10:**

The Chapel is no longer included in the government's space norms. Outside funding must be identified to renovate and maintain the Loyola Chapel. Appropriate uses or collaborations have to be developed for the Chapel.

**RECOMMENDATION #11:**

Concordia University should purchase the Jesuit Residence located on the Loyola Campus. The Residence should be used as a graduate student residence. This would serve to increase our competitiveness in attracting graduate students.

## **Summary**

The recommendations of this Task Force speak directly to the mandate with which it was originally charged. To examine what is required and what is feasible to revitalize the Loyola Campus; and to make recommendations to the Rector that arise from this examination.

The Members of the Task Force feel that the eleven recommendations, if implemented, will lead to a Loyola Campus that is revitalized and returned to its original stature as a source of pride for all Concordians!

There is no time for further delay, action must begin immediately!